



Grade 4

Arts & Science Integrated Learning Sequence #1: Focus on Media Arts and Visual Arts through Photography

(Jump to [Learning Sequence #1 Teaching and Learning Plan](#))

INTRODUCTION

Arts Integration Model

This learning sequence is multidisciplinary; focusing on media arts and visual arts, and oral and written language. The arts standards are designed to cultivate artistically literate, creative, and capable students. The arts standards in this learning sequence are integrated with and supported by oral and written language standards.

Media Arts



“In third through fifth grade, teachers may expect students to have had more experiences with media arts including exposure to social media, movies, animations, and virtual and interactive apps. It is possible students have spent time talking about various media artworks, perhaps discussing with friends what they are interested in and staying in touch with the latest updates and trends.

However, students may lack experience with the formal production or design underpinning the content of their conversations.”

“The grade level band 3–5 encompasses a broad range of emerging media arts literacies across digital environments, aesthetics, and culture.”

“Photography is considered a media arts form due to its technology or machine-based nature and its contemporary virtual extensions in digital capturing, processing, sharing, animation, interactive, and screen presentations. However, this would not preclude photography from being taught as a visual arts class that would emphasize its iconographic, visual, and physical presentation.” [CA Arts Education Framework, Chapter 4](#)

Visual Arts



“Teachers of grade levels three through five design and implement units and lessons that provide opportunities for students to deepen their practice in self-direction, collaborative problem solving, observation, application of technologies for investigation, and setting purpose and goals in visual arts. Students continue to find personal meaning in their work and explore diverse methods of artistic investigation in preparation for artmaking. Students gain understanding and skills in applying criteria to discover how visual imagery conveys meaning. Fourth-grade standards

Grade 4: Arts & Science Integrated Learning Sequence #1

call for further development of problem solving individually and collaboratively.” [CA Arts Education Framework, Chapter 7](#)

English Language Arts

“Grade four is a milestone year for students as they make the transition from the primary to intermediate grades. A longer school day and a sharpened focus on content instruction require that students employ their literacy skills in ways that are increasingly complex and flexible.”

“In grade four, teachers ensure that the content standards for all subject matter (e.g., science, social studies, the arts) are addressed in depth—and, importantly, that every student has access to the content.” [CA ELA/ELD Framework, Chapter 5](#)

Learning Goals

- Students identify artistic elements that can be used to enhance images before and after they are taken.
- Students interpret stories told through photography.
- Students create a story using photography.
- Students revise their artwork based on feedback.
- Students respond to non-traditional text orally and in writing.
- Students create a written artist statement.
- Students reflect on their learning through discussion and written prompts.
- Students use newly acquired domain-specific vocabulary in speaking and writing.

Grade Four Standards

Grade 4 Standards Addressed AND Assessed	
California Arts Standards	Media Arts 4.MA:Cr1 Conceive of original artistic goals for media artworks using a variety of generative methods, such as brainstorming and modeling. 4.MA:Cr2 Discuss, test, and assemble ideas, plans, and/or models for media arts productions, considering the artistic goals and the presentation. Visual Arts: 4.VA:Cr3 Revise artwork in progress on the basis of insights gained through peer discussion. 4.VA.Pr4 Explore how past, present, and emerging technologies have impacted the preservation and presentation of artwork. [This learning sequence addresses and assesses the use of present and emerging technologies in presenting artwork. Additional learning is needed to fully address and assess this standard.] 4.VA:Re7.2 Analyze components in visual imagery that convey messages. 4.VA:Re8 Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
English Language Arts Standards English Language Arts	Writing: Text Types and Purposes W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

Grade 4: Arts & Science Integrated Learning Sequence #1

Grade 4 Standards Addressed AND Assessed	
Standards, cont.	b. Provide reasons that are supported by facts and details. W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. Writing: Production and Distribution of Writing W.4.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) Language: Vocabulary Acquisition and Use L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 4 Standards Addressed but NOT Assessed	
California Arts Standards	Media Arts 4.MA:Cn10a. Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.
English Language Arts Standards	Range of Writing W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Comprehension and Collaboration S.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Domain Specific Vocabulary

In this learning sequence, domain specific vocabulary is introduced after students have an opportunity to explore and the need to name objects and concepts arises naturally in the classroom. As the vocabulary is explicitly introduced, it is recommended that the words are added to a Word Wall. For more information on the benefit of using Word Walls, consider these resources: [Tools for Teachers](#) |

Grade 4: Arts & Science Integrated Learning Sequence #1

[Accessibility Strategy Word Wall](#) and [Word Wall | Learning for Justice](#). Domain specific vocabulary will be notated in **bold**.

Assessment Opportunities included in this Learning Sequence

Designing Assessment of Arts Learning is a process of eliciting and analyzing data for the purpose of evaluation. The assessment of student learning involves describing, collecting, recording, scoring, and interpreting information about performance. A complete assessment of student learning should include measures with a variety of formats as developmentally appropriate (NCCAS 2014). Formative and summative assessment must be included to make learning meaningful and effective. There are many types of formative and summative assessments, such as formative teacher-created diagnostic assessments and summative portfolios.

Importantly, the standards recommend that language and literacy learning be connected with the academic disciplines from the earliest grades onward. Assessment, then, should enable educators to determine a student's trajectory in developing proficiency in language and literacy within and across the years and the disciplines. (CA ELA/ELD Framework page 821)

Teachers should use a range of assessments to support learning. Assessments should affirm students' ways of knowing and provide students with multiple opportunities to demonstrate growth and mastery of learning in the arts discipline.



Formative

- Discussion prompts
- Storyboard planning page
- Revision of work based on feedback
- Artist statement
- Self-reflection prompts



Summative

- Interpreting Art Assessment Task

Grade 4: Arts & Science Integrated Learning Sequence #1

ATTENDING TO EQUITY

CA Arts Education Framework

Effective arts education is equitable and inclusive; it thoughtfully implements the California Arts Standards in grade levels TK–12 and supports all students in developing their artistic voice while becoming prepared for college and their career. Authentic and meaningful arts learning requires that all students have access to arts education programs that are supported by districts' families and communities, have been carefully planned and implemented, and are continuously evaluated for improvement. CA Arts Education Framework page 706

CA ELA/ELD Framework

Among the core principles guiding the development of this ELA/ELD Framework is that schooling should help all students achieve their highest potential. To accomplish this, students need to be provided equitable access to all areas of the curricula; appropriate high-quality instruction that addresses their needs and maximally advances their skills and knowledge; up-to-date and relevant resources; and settings that are physically and psychologically safe, respectful, and intellectually stimulating. CA ELA/ELD Framework page 880

Culturally and linguistically responsive teaching and equity- focused approaches emphasize validating and valuing students' cultural and linguistic heritage— and all other aspects of students' identities— while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines. CA ELA/ELD Framework page 917.

Grade 4: Arts & Science Integrated Learning Sequence #1

LEARNING SEQUENCE 1: TEACHING AND LEARNING PLAN

Use the instructions below with the 4th Grade Arts & Science Integrated Unit [slides for Learning Sequence 1](#).

Part 1 Getting to Know the Artist - Cara Romero

Instructions for Part 1	Teacher Notes
(SLIDE 2) Display the image of Cara Romero. Share with students: Cara Romero is a contemporary photographer and member of the Chemehuevi Indian Tribe of the Chemehuevi Reservation (a branch of the Southern Paiute) of the Mojave Desert, CA. "I was the only Native American and everyone around me was completely unaware that we existed... And I knew almost instantly that I wanted to be able to communicate visually, through photography, modern native life." - Cara Romero As we get to know Cara Romero our goals for this lesson are to: • Reflect on our identities through discussions and written prompts. • Students use newly acquired domain-specific vocabulary in speaking and writing. (SLIDE 3) Play the Craft in America IDENTITY episode featuring photographer Cara Romero video and have students discuss the following questions. • What did you find interesting? What did you notice? What do you wonder? • If you could meet Cara, what would you want to ask her? • How does Cara's identity influence her art? Cara Romero's identity as a Chemehuevi Native American is important to her. This important part of her identity influences her art in many ways. (SLIDE 4) An important part of our identity is our name. Play the My Name, My Identity video to see students from San José, California share the story about how they were given their name and the meaning behind it. (SLIDE 5) Have students write responses to the following prompts: • The story behind my name is... • I describe myself as. . . • Others would describe me . . . • To me, identity means... • Parts of my identity that are important to me are... • My name is related to my identity	Get to know more about Media Arts by watching this short CCSESA Creativity at the Core video: Media Methods This unit utilizes resources from the PBS LearningMedia website. Functionality of these resources is enhanced with a free educator account. Consider signing up before teaching the unit. Consider downloading the video and providing directly to students, or using the <i>Share to Google Classroom</i> or <i>Assign or Share</i> options on PBS LearningMedia. The original resource can be found here. For the complete Educator's Guide and additional resources, see Craft in America Education Guide. Additional background on the excerpt on Cara Romero used in the PBS LearningMedia can be found in the longer series. Run time = 09:37 See below for additional short videos featuring Cara Romero and her pronunciation of Chemehuevi (cheh-meh-way-vee): • First American Girl Series: NAOMI, Cara Romero • Cara Romero on Chemehuevi baskets - bonus video from IDENTITY episode premiering on PBS 12/27/19 Add identity to the word wall.

Grade 4: Arts & Science Integrated Learning Sequence #1

Instructions for Part 1	Teacher Notes
	identity the qualities, characteristics or beliefs that make a person who they are Definition from Discovering My Identity Learning for Justice If students have not yet engaged in lessons about their unique intersectionality, consider engaging students in a Getting to Know Ourselves lesson at this juncture. Some suggested age-appropriate resources include: • Global Competence Resources - The My Name, My Identity Campaign • Discovering My Identity Learning for Justice • Identity Lesson Grades 3-5 GLSEN Additional art lessons about getting to know ourselves: Social and Emotional Learning Through Art - Lessons for the Classroom Unit 2 Lessons 2, 3, and 4.

Grade 4: Arts & Science Integrated Learning Sequence #1

Part 2 Getting to Know the Art of Cara Romero

Instructions for Part 2	Teacher Notes
As we study Cara Romero and her artwork, our goals for this lesson are to: • Interpret stories told through photography. • Respond to non-traditional text orally and in writing using new vocabulary. (SLIDE 6) Have students discuss: • Why do we take photographs of people? • Do you have a favorite photo? What is the subject of the picture? • Why is this photo important to you? (SLIDE 7) Have students watch the video again. This time, ask students to think about the following: • How does Cara Romero use props and/or clothing to help tell a story? • How does she combine traditional and modern elements in the photos? Chart student responses. (This chart will be revisited throughout the unit.) (SLIDE 8) Display each of the three pieces of art Cara highlighted in the video. Ask students to write about what story they believe Cara is trying to tell in each photo. How does she use props and clothing to help tell the story? Give students the opportunity to share their thinking with someone else in the class.	The three pieces of art students examine in this section are available to download, stream, or share, and can be found at PBS LearningMedia. • First American Girls Dolls series. <i>Naomi</i> • Jackrabbit, Cottontail and Spirits of the Desert series. <i>No Wall</i> • Portraits with Her Father series. <i>Cara Romero with Her Father</i> Add photography to the word wall or chart. Start a Cara Romero chart.

Grade 4: Arts & Science Integrated Learning Sequence #1

Part 3: Interpreting the Art of Cara Romero

Instructions for Part 3	Teacher Notes
As we interpret the artwork of Cara Romero, our goals for this lesson are to: • Identify artistic elements that can be used to enhance images before they are taken. • Interpret stories told through photography. • Respond to non traditional text orally and in writing. • Share our thinking and support our opinions with evidence. (SLIDE 9) Share with students: We can tell a story about someone or an event by taking a picture. Photography allows the artist to capture a moment in time. Sometimes artists like Cara Romero tell a story by staging and creating moments. Staged photography is a form of photography where the photographer plans everything in advance. Staged images are creations of the photographer's imagination. The artist then follows a plan to ensure their idea or concept is visualized. Have students choose one of Cara's works of art to interpret further. Interpret the art of Cara Romero. (SLIDE 10) Option 1: <i>Naomi, First American Girl Doll series</i> • How is the character, Naomi, portrayed in the photo? • What props and clothing does Cara include in the photo? • How do the props and clothing Cara selected help tell the story? • What are you wondering? What questions do you have about the art itself? What questions would you want to ask Cara Romero? (SLIDE 11) Option 2: <i>No Wall, Jackrabbit, Cottontail and Spirits of the Desert series</i> Why was the <i>Jackrabbit, Cottontail and Spirits of the Desert</i> series created? • How are the characters in the photo portrayed? How do the props and clothing she selected help tell the story? • If the boys had not changed their clothing how would the story be different? Share your ideas about how the "Indian stuff" adds to the story. • How does Cara use technology to help tell the story? • What are you wondering? What questions do you have about the art itself? What questions would you want to ask Cara Romero?	Example Student Responses may include: Naomi is portrayed as a modern American who is influenced by culture and traditions. She is wearing traditional dance regalia that includes a headdress of dove and goose feathers, dance sticks, and a beaded belt. These props and clothing help show that her heritage is important. Modern things like having her toenails polished are also included. If students need additional learning opportunities interpreting photographs, consider the Picture This resource from the National Science Teachers Association (NSTA). The resource provides ideas for three activities; <i>the power of a photograph, the power of annotation, images that capture science concepts</i>.

Grade 4: Arts & Science Integrated Learning Sequence #1

Instructions for Part 3	Teacher Notes
(SLIDE 12) Option 3: <i>Cara Romero with Her Father, Portraits with her father series</i> How are the characters in the photo portrayed? • How do the props and clothing she selected help tell the story? • How does her father putting on his veterans hat change the story that the photo tells? Share your ideas about what the hat adds to the story. • What are you wondering? What questions do you have about the art itself? What questions would you want to ask Cara Romero? (SLIDE 13) Give students the opportunity to share their thinking with someone else in the class that interpreted the same photo. Ask students to add new ideas from their partner to their own interpretation. Create groups that have each of the three photos represented. Ask students to discuss the art they interpreted. What similarities do you see across the works of art? What differences do you see in the work you interpreted? As a whole class, revisit the chart and add new thinking.	

Part 3.1: Curating Art to Tell a Story

Instructions for Part 3.1	Teacher Notes
As we curate art to tell a story, our goals for this lesson are to: • Create a story using photography. • Share ideas orally and in writing. • Use new vocabulary when speaking and writing. (SLIDE 14) Share with students: Looking at photographs after they are taken allows us to experience moments in time and interpret works of art even if we weren't there when the picture was taken. Images can also be used to tell the story of one person. Artists and storytellers often curate, put together a group or collection, photos to tell a story or get others to take action. (SLIDE 15) As a whole class, discuss how we can tell a story using photographs. (SLIDE 16) Ask students to make a list of people they are interested in learning more about. This list can include people they know personally or people they have seen or read about. Ask students to read through the names and think about each person: • Why did you put the person on your list? • What made you write their name down?	In this submodule, students curate photos to tell a story or get others to take action. They plan and practice telling a story about someone special using photography. Get to know more about curating art by watching these short CCSESA Creativity at the Core videos: Curator and/or Curators Curation Are the photos staged like the art of Cara Romero or are the candid shots? Why did you select each photo? How do the photos you selected help tell the story? What part of the story is not told in the photos? *This is a wonderful opportunity to model the use of copyright laws for students. (This is one of the media

Grade 4: Arts & Science Integrated Learning Sequence #1

Instructions for Part 3.1	Teacher Notes
(SLIDE 17) Have students read through their list of names again and choose one person: • Whose story do you want to tell? • How do you know of this person? • What interests you most about this person? • What questions do you have about this person? • Would this person want their story told? Who might they want to tell their story? (SLIDE 18) Have students gather some photos (at least 3) of the person they selected. These can be family photos or pictures found online (if the person is a public figure). Look at each photo. • Why did you select each photo? • What story do the photos tell? • Are there props or clothing/attire in the pictures that help tell the story? Why did you select each photo? How do the photos you selected help tell the story? Are the photos staged like the art of Cara Romero or are they candid shots? • What part of the person's story is not told in the photos you selected?	arts standards!) Look for image usage rights for the phrase Creative Commons License to ensure the work of artists is being honored and copyright laws are being followed. Learn more about copyright laws here. Possible Image sources: • Module Photo Resources • Unsplash Current Events • The Atlantic, Photos of the Week • The Guardian, Photos of the Week • National Geographic, Photos of the Week • Time, Pictures of the Week • New York Times, What's Going on in this Picture? • Newsela This lesson provides another opportunity to increase awareness around appropriation and how to avoid it when telling a story. It is important for educators and students to ensure we are authentically telling the stories of other people to honor them. Learn more about how to support students in distinguishing between authentic storytelling and appropriation in this EducationWeek commentary and from this PBS video.

Grade 4: Arts & Science Integrated Learning Sequence #1

Part 4: Telling a Story Through Photography

Instructions for Part 4	Teacher Notes
As we use photography to tell a story, our goals for this lesson are to: • Identify artistic elements that can be used to enhance images before and after they are taken. • Create a story using photography. • Revise artwork based on feedback. • Reflect on learning through discussion and written prompts. • Use new vocabulary in speaking and writing. (SLIDE 19) Share with students: Cara Romero has shown us that artists can use the medium of photography to express themselves. Cameras are very common today and can be found embedded in many handheld devices such as phones and tablets. Every time we take a picture, it doesn't necessarily mean we have created a piece of art. However, photography is a medium that can be used in many ways to tell stories and create works of art. Some photographers, called photojournalists, take pictures at events that become the images of breaking news or used to create documentaries to tell the story of people and real life events. These photos are often candid, pictures taken without the subject's knowledge. Candid photography captures natural moments of emotion that might not be possible to reproduce in a staged or posed photo shoot. Photojournalists often use their work to bring attention to issues of social justice. (SLIDE 20) As a class, discuss these candid photos. Ask students: • What do you notice? • What do you wonder? • How can you tell the photo is a candid shot? (SLIDE 21) If you like to be outdoors, nature or scenic photography may be for you. If you like to fly drones, aerial photography might be calling your name. If helping others tell their story sounds exciting, you might enjoy being an event photographer, there to capture the highlights at an important event such as a wedding, quinceanera, bar mitzvah, or family reunion. The work of a photographer doesn't always end after the photo is taken. Photos can be enhanced. Image enhancers such as filters, using multiple exposures in one frame, modifying color and brightness, and even removing objects can all happen after an image is taken. Photographers may enhance their images by combining two or more photos to achieve creative effects, fix errors, or improve the quality of their images. (SLIDE 22) Ask students:	Access the storyboard template. Make paper copies in advance or provide a digital copy to students. Add candid to the word wall.

Grade 4: Arts & Science Integrated Learning Sequence #1

Instructions for Part 4	Teacher Notes
What type of photography interests you the most? Ask students to think about: • What are some ideas you have for telling a story using pictures? • What kind of story do you want to tell? • Who or what do you want to be in your photograph? • How will you show the story - what props and clothing will you add to the photographs? • Why are these props important? Have students use the storyboard planning page to plan and practice telling a story using pictures. (SLIDE 23) Prompt students to: Use the storyboard planning page to sketch each image and list ideas for a photo story. Think about the following questions: • Will you become a character in your photographs or will someone else be the focus of your pictures? • What story will the photos tell? • How can you show the story? What things can you wear or hold? (SLIDE 24) Have students share their storyboard with at least three other people and provide each other with feedback. Highlight feedback prompts on the storyboard for students. • Have each person respond to your storyboard by answering the following questions: ○ What do my images make you wonder and feel? ○ Do the images I planned match the story I told? Why or why not? ○ What is one suggestion you have for me? • After you share your work, reflect on your storyboard: ○ What are some new ideas you have for telling your story? ○ How did getting feedback from others help you?	

Grade 4: Arts & Science Integrated Learning Sequence #1

Part 5: Creating Art to Tell a Story

Instructions for Part 5	Teacher Notes
Creating Art to Tell a Story As we continue to use photography to tell a story, our goals for this lesson are to: • Identify artistic elements that can be used to enhance images before and after they are taken. • Create a story using photography. • Students revise their artwork based on feedback. • Create a written artist statement. • Reflect on their learning through discussion and written prompts. • Use new vocabulary in speaking and writing. (SLIDE 25) Share with students: It's time to take your pictures. Remember to take multiple photographs for each of the images you've planned. Once you have taken your pictures, select your final images and finalize the story you are telling. Create a final display to share in the class gallery. (SLIDE 26) Create your artist's statement. Include details such as the following: • Name of Photographer • Type of photography; staged, candid, or enhanced • Description of subject • Story told in words (SLIDE 27) Open the class gallery. Provide time for students to visit projects and ask each other questions. (SLIDE 28) Ask students to reflect on their project: How is your work like Cara Romero's? How is it different? • Did you use props and/or clothing to help tell your story? If so, what did you use and why? • Did you include any traditional and/or modern elements in the photos? If so, what did you use and why? • What did you learn about yourself by telling the story in images? What parts of being a photographer did you like? • What did you learn about your classmates by experiencing their stories? Whose art captivated you?	If access to cameras, iPads, or other digital photography devices is needed, some libraries and museums have lending programs for cameras. To extend the learning in this lesson, there may be a youth program in your area. For example, MOPA@SDMA has a Youth Page including a Photo Club. Consider giving students a menu of options for sharing their images in the class gallery such as: • Printed copies of the images • Slide deck • Word document • FlipGrid • LMS An artistic statement is an artist's verbal or written introduction of their work from their own perspective to convey the deeper meaning or purpose. Watch the CCSESA Creativity at the Core video, creating an artist statement video, to support students with this process.

Grade 4: Arts & Science Integrated Learning Sequence #1

ASSESSMENT: INTERPRETING ART

Instructions for Assessment	Teacher Notes
As we wrap up this learning sequence, our goals for this assessment lesson are to: ● Identify artistic elements that can be used to enhance images before and after they are taken. ● Use evidence to interpret artwork. ● Use newly acquired domain-specific vocabulary in speaking and writing. ● Share thinking orally and in writing. (SLIDES 29 & 30) Have students complete this assessment independently before engaging in class discussion. Look at the seven images of skateboarders. Think about the images from the photographer's perspective. Which pictures do you think are staged, which ones seem to be candid shots, and which ones appear to be enhanced using technology after the photos were taken? How can you tell? What makes you think they are staged, candid, and/or enhanced? Use evidence you see in the image and your experience to provide support for your interpretations. (SLIDE 31) Once students have completed the assessment independently, engage in a whole class discussion asking students to share their responses and highlight the evidence they used to determine whether the image is staged, candid, or enhanced.	Make and distribute copies of the Interpreting Art - Student Assessment. Review the Student Assessment - Answer Key. Some sample answers are provided, however uncovering student thinking is more important than answers that match these samples. Listen for students to provide reasonable accounts for their claim of the images being staged, candid, or enhanced.

Learning Sequence #1 Reflection

Instructions for Reflection	Teacher Notes
Share with students: Reflect on your thinking, learning, and work throughout this learning sequence. ● What were you most proud of? ● Where did you encounter struggles, and what did you do to deal with it? ● What about your thinking, learning, or work brought you the most satisfaction? Why? ● How were you curious throughout the learning sequence? ● What new skills and/or information did you learn?	It is important for students to self-reflect on their learning prior to moving to Learning Sequence #2. Consider letting students choose which questions they respond to. Provide multiple means of expression for student self-reflection: ● written responses ● draw pictures ● record verbal responses ● discuss with partner student choice